

INTRODUCTION

Goals:

- To introduce the Latino Youth Outreach Best Practices Toolkit and provide a brief background about Latinos in 4-H and the U.S.
- To identify the statistics of the Latino community in 4-H and the U.S. (Census).
- To clarify/develop a consistent definition of Latino/Hispanic.
- To raise awareness of this growing minority population and its lack of presence in Positive Youth Development and 4-H.

With six million youth involved nationally, 4-H is the largest youth development program in the United States. Of the 53 million youth, ages 5-17 in the U.S. today, 4-H and its peer organizations only serve 18 million in out-of-school time with positive youth development. This leaves 35 million youth not being reached by any youth serving organization with healthy positive youth development efforts that will enhance their interests, skills, and abilities. The aspiration to reach millions more youth, especially in the face of dramatic demographic changes, represents a challenge as well as an opportunity for 4-H and National 4-H Council.



Note:

Latino and Hispanic are used interchangeably in this resource to refer to U.S. residents who trace their origins to the Spanish-speaking countries of Latin America and Spain.

BY THE NUMBERS:

The United States is projected to become more racially and ethnically diverse in the coming years, especially when looking at just children under 18 years of age. Since 2000, all of the growth in the child population has been among three major groups: children of Two or More Races (mixed race), Asian, and Hispanic children. Figure 1 compares the distribution of the total and the child population by race and Hispanic origin in 2014 and 2060 to illustrate how diverse the child population. According to U.S. Census Bureau population estimates as of July 1, 2013, there are

Population Percentage under Age 18 by Race

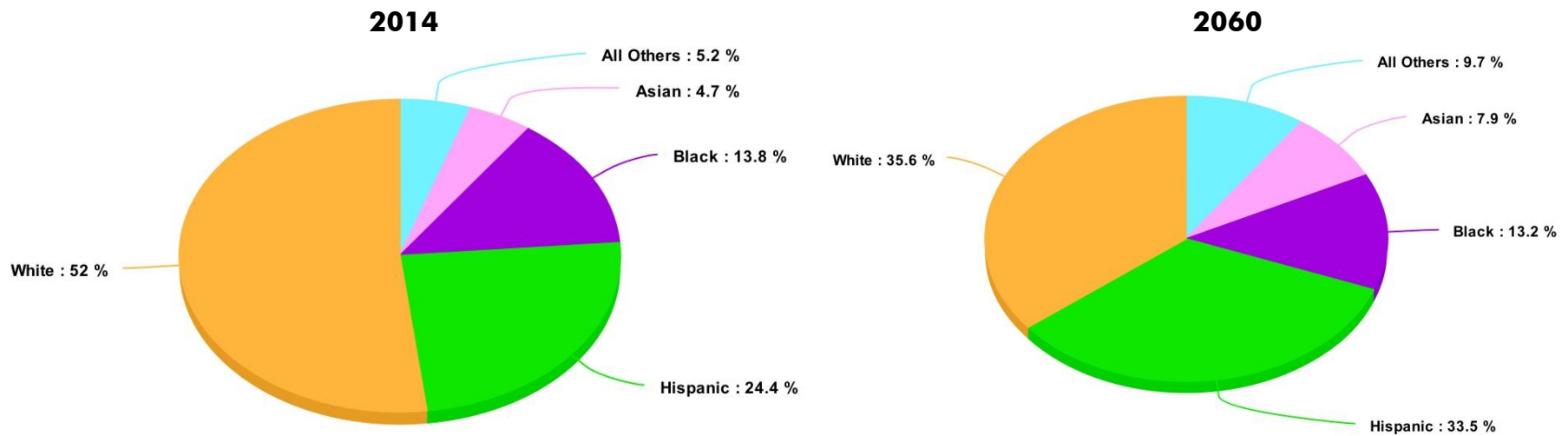


Fig. 1

Note: The percentages for the population under the age of 18 may not total 100% due to rounding. Unless otherwise specified, race categories represent race alone. All Others includes Native Hawaiians, Other Pacific Islanders, American Indians, Alaska Natives, and those who identify with two or more races. Source: U.S. Census Bureau, 2014 National Projections

roughly 54 million Hispanics living in the United States, representing approximately 17 percent of the U.S. total population, making people of Hispanic origin the nation's largest ethnic or race minority (U.S. Census Bureau, 2014 National Projections)

As of the most recently reported year (2013), the Federal Extension Service ES-237 Report shows Hispanic or Latino youth made up almost 16 percent (932,034) of the total 4-H members nationwide. This includes clubs, special interest or short term, school enrichment, and camping (Figure 2).

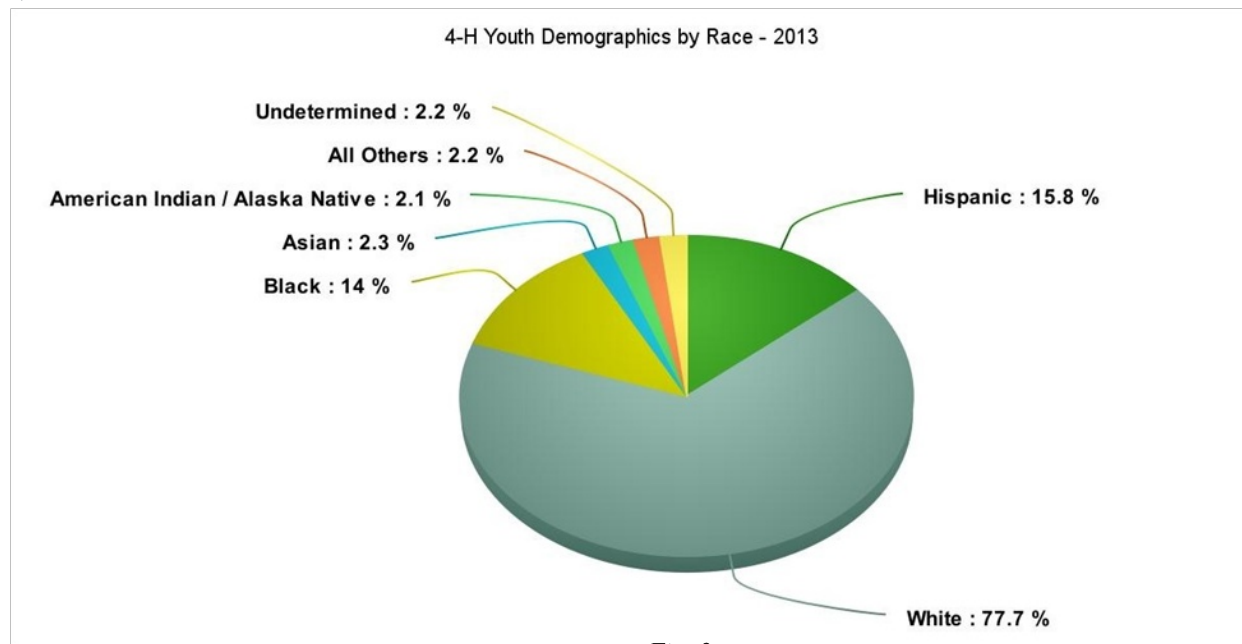
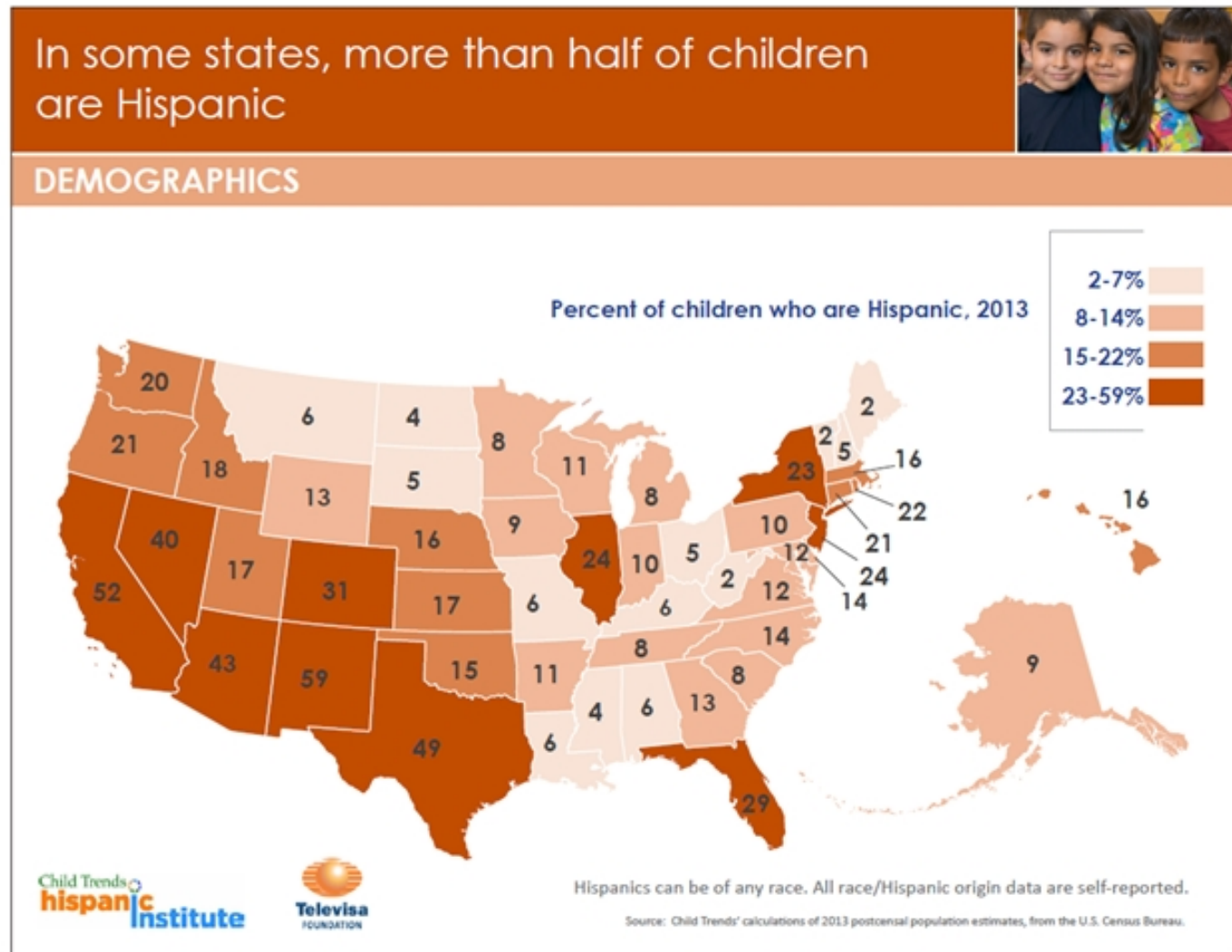


Fig. 2

Note: All Others includes Native Hawaiians, Other Pacific Islanders, and those who identify with two or more races.

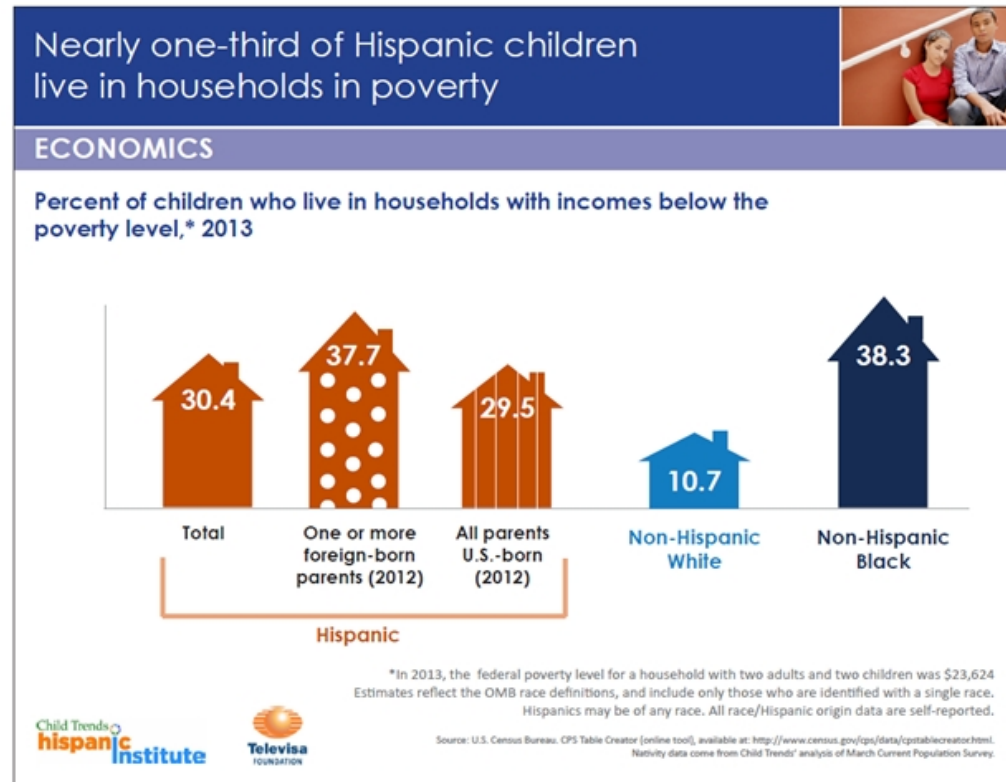
Source: US Department of Agriculture Research, Education & Economics Information System, 2013 REEIS Report, National 4-H Enrollment Report.

Hispanic children are part of every state's future. In some states, more than half of children are Hispanic (Murphy, Guzman, & Torres, 2014).



Economic security is precarious for many Hispanic children. A majority (62%) of Hispanic children live in low-income families, with nearly one-third living below the federal poverty line. Low income is defined as those with incomes less than twice the federal poverty level, which many experts believe families can just meet basic needs (Murphy, Guzman, & Torres, 2014).

It is clear that if 4-H is to continue its history of preparing youth to reach their full potential and contribute to our nation’s prosperity, the terms “welcoming”, “inclusive” and “generous” need to be a part of the 4-H brand. The importance of building system capacity, reaching an untapped urban, rural, and multicultural audiences with 4-H programming – and the opportunity it represents – cannot be overstated.



WHAT IS LATINO?

Given that Latino youth already compose 50 percent or more of the school-age population in many states, it is imperative that 4-H increase its capacity and understanding of this diverse population. Latinos are an ethnic group, not a racial group, according to U.S. government guidelines, but this distinction escapes most Americans. Latinos/Hispanics can be of any race. They identify with all the classifications, including white, black, indigenous and other. They identify with all the classifications, including white, black, indigenous and other. (del Pinal, 1997)

The term Hispanic has no historical link to the people it describes. It was chosen by U.S. government agencies as a convenient, inoffensive label that can be applied to all people from the Spanish-speaking countries of Latin America and Spain. The term Latino is also gaining acceptance among the general public. However, many Hispanics prefer to be known by their ethnic or national origin: Mexican, Cuban, Puerto Rican, Salvadoran, or by other terms that denote national origin, place of birth, or community (del Pinal, 1997). Latinos are not a monolithic group. They encompass people from various national backgrounds and social classes. According to the Pew Research Center for Hispanic Trends, the Hispanic population in the United States is very diverse and includes individuals from Central America and Latin America. For example, 64.2% of the Hispanic resident population in the United States is Mexican, 9.3% Puerto Rican, 3.7% are Cuban, and 3.7 are Salvadoran. Visit the following link for a complete breakdown of this demographic information.



<http://www.pewhispanic.org/2014/04/29/statistical-portrait-of-hispanics-in-the-united-states-2012/#detailed-hispanic-origin-2012>

Clearly, Latinos/Hispanics in the United States are a heterogeneous population and the diversity within various Latino/Hispanic groups is as pronounced as differences between and other ethnic groups. These differences include language nuances, cultural values and beliefs, educational attainment, and beliefs towards positive youth development. Many of the experiences and strategies included in this guide may be applicable to a number of different cultures. However,

this best practices toolkit for reaching Latino youth is based on experience gained in outreach to Latino audiences composed of first-generation Latinos and second-generation Latinos, the majority of whom identify Mexico as their country of origin. Application of information, even within a group of Latinos, should always be considered in light of what is known specifically about an individual or group (Hobbs, 2009). For clarity, first-generation Americans are foreign-born children of foreign-born parents. They are immigrants themselves. Second-generation Americans are U.S. born children of immigrants (with at least one foreign-born parent) and third and higher generation are U.S. born children of U.S. born parents. (Pew Research Center, 2009).

A core principle outlined by the National 4-H Learning Priorities Steering Committee states that: "for youth development professionals to be successful in our multicultural society, they must have a deep understanding of the impact of limited access and opportunities and inequities on the lives of many cultural groups living in the U.S. today" (National 4-H Learning Priorities Equity, Access, and Opportunity, 2008, p. 1). As an attempt to make information about Latino outreach more accessible, the National 4-H Council Hispanic Advisory Committee shares the following knowledge and insight gained through successfully working with Latino groups. Credit is given to Oregon State University Extension 4-H program for their work in the Oregon 4-H Latino Outreach Project. Several of their findings for engaging Latino youth in community-based programs are cited in the following programming considerations.